Lesson Plan Template Dr. Thieman

Name: Elizabeth Buelow Age/Grade Level: 11th/12th grade

Subject Area(s): Language Arts Unit Title: English

Lesson Title: Metaphor in text Estimated Time: 50 minutes

**Purpose/Rationale for lesson:** To understand how metaphors function throughout various forms of text, in this example, through a short story.

**Curriculum Framing Questions:**

Essential Question: How do literary devices impact language?

Unit Question that applies to this lesson: How do literary devices help us make meaning out of language?

Lesson or Content Question(s): How does author Joyce Carol Oates use metaphor in the short story “Where Are You Going, Where Have You Been?”

**Goal:** Students should grasp the idea of how short sighted and how far reaching metaphors are; that they are a literary device that is quite ubiquitous. Students will be introduced to allegory, symbolism, etc.

**Learning Objective(s):** The students will be able to read, interpret, and understand a story that uses metaphor in layers.

**Curriculum Standard(s):** EL.HS.LI.09: Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

EL.HS.LI.13: Evaluate the impact of word choice and figurative language on tone, mood, and theme.

**Materials Needed:** The text of “Where Are You Going, Where Have You Been.” Projector. Speakers to broadcast I-Tunes.

**Background knowledge or skills students need prior to lesson: Students will have read the story as homework.** Rudimentary knowledge of what figurative language is.

**Hook or Introduction:** What would death look like if he or she came knocking at your door one day?

**Procedures:** Upon the introduction, instruct each student to take 10 minutes to write their answer to the question. When they are done, ask how the question relates to the story. Hopefully, the students will say that it would look like Arnold Friend. Short lecture about how when I, the teacher, processed this story, I read it as an allegory. Explain what an allegory is. Then, open the floor and ask students for their own interpretations of the story. Some prompters could be:

-What is the significance of the title?

-Why doesn’t the author tell us what happens to Connie in the end?

-What is the irony of Arnold Friend’s name?

-Can you identify any metaphors?

**Differentiation/Accommodation:**  Definition and analysis will be incorporated; definition for students who struggle with analysis, and analysis for students who grasp concepts more quickly.

**Attention to Literacy:** Lesson involves reading a short story and definition and analysis of more complicated literary devices.

**Closure:** End the class by talking a bit about the history of the story, i.e. that JCO had, in part, based it on a serial killer. Play “It’s All Over Now, Baby Blue” by Bob Dylan, a song that is noted as another inspiration, and allow students to draw parallels.

**Assessment and Evaluation of Student Learning:** I will have assigned a reading response, and I will collect them at the end of class. Students will be able to reflect on class discussion on the opposite side of their responses, and it will be easy to see from their reflections how class discussion helped illuminate their understanding of this story.